

McDonald Green Elementary

2763 Lynwood Drive
Lancaster, South Carolina 29720

Grades	K-5 Elementary School	
Enrollment	343 Students	
Principal	Kim Linton	803-285-7416
Superintendent	Patricia K. Burns	803-286-6972
Board Chair	Lisa T. Bridges	803-286-6972

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	53	22	1	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Good	Below Average	Yes

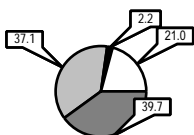
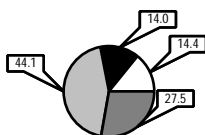
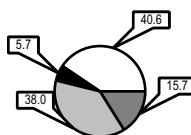
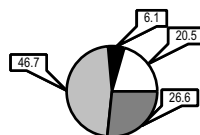
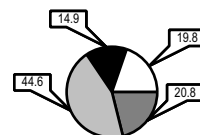
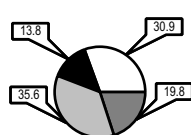
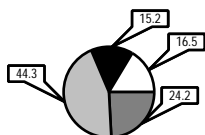
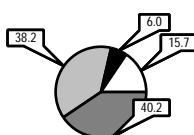
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	235	100.0	21.0	37.1	39.7	2.2	50.7	Yes	Yes
Gender									
Male	116	100.0	28.9	30.7	37.7	2.6	48.2		
Female	119	100.0	13.0	43.5	41.7	1.7	53.0		
Racial/Ethnic Group									
White	160	100.0	16.5	36.1	44.3	3.2	56.3	Yes	Yes
African American	66	100.0	32.3	40.3	27.4	0.0	35.5	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	216	100.0	18.6	37.6	41.4	2.4	52.4		
Disabled	19	100.0	47.4	31.6	21.1	0.0	31.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	235	100.0	21.0	37.1	39.7	2.2	50.7		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	232	100.0	20.8	36.7	40.3	2.2	51.3		
Socio-Economic Status									
Subsidized meals	105	100.0	26.3	46.5	25.3	2.0	39.4	Yes	Yes
Full-pay meals	130	100.0	16.9	30.0	50.8	2.3	59.2		

Mathematics – State Performance Objective = 36.7%									
All Students	235	100.0	14.4	44.1	27.5	14.0	61.6	Yes	Yes
Gender									
Male	116	100.0	15.8	40.4	25.4	18.4	61.4		
Female	119	100.0	13.0	47.8	29.6	9.6	61.7		
Racial/Ethnic Group									
White	160	100.0	8.9	42.4	31.6	17.1	71.5	Yes	Yes
African American	66	100.0	27.4	51.6	19.4	1.6	37.1	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	216	100.0	11.0	43.8	30.0	15.2	66.2		
Disabled	19	100.0	52.6	47.4	0.0	0.0	10.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	235	100.0	14.4	44.1	27.5	14.0	61.6		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	232	100.0	13.7	44.2	27.9	14.2	62.4		
Socio-Economic Status									
Subsidized meals	105	100.0	24.2	50.5	18.2	7.1	45.5	Yes	Yes
Full-pay meals	130	100.0	6.9	39.2	34.6	19.2	73.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	235	100.0	40.6	38.0	15.7	5.7	21.4
Gender							
Male	116	100.0	37.7	37.7	15.8	8.8	24.6
Female	119	100.0	43.5	38.3	15.7	2.6	18.3
Racial/Ethnic Group							
White	160	100.0	34.2	40.5	18.4	7.0	25.3
African American	66	100.0	58.1	32.3	6.5	3.2	9.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	216	100.0	36.2	40.5	17.1	6.2	23.3
Disabled	19	100.0	89.5	10.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	235	100.0	40.6	38.0	15.7	5.7	21.4
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	232	100.0	39.8	38.5	15.9	5.8	21.7
Socio-Economic Status							
Subsidized meals	105	100.0	54.5	34.3	9.1	2.0	11.1
Full-pay meals	130	100.0	30.0	40.8	20.8	8.5	29.2

Social Studies							
All Students	235	100.0	20.5	46.7	26.6	6.1	32.8
Gender							
Male	116	100.0	21.9	38.6	32.5	7.0	39.5
Female	119	100.0	19.1	54.8	20.9	5.2	26.1
Racial/Ethnic Group							
White	160	100.0	14.6	48.1	29.1	8.2	37.3
African American	66	100.0	35.5	46.8	17.7	0.0	17.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	216	100.0	17.1	47.6	28.6	6.7	35.2
Disabled	19	100.0	57.9	36.8	5.3	0.0	5.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	235	100.0	20.5	46.7	26.6	6.1	32.8
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	232	100.0	19.9	46.9	27.0	6.2	33.2
Socio-Economic Status							
Subsidized meals	105	100.0	31.3	46.5	18.2	4.0	22.2
Full-pay meals	130	100.0	12.3	46.9	33.1	7.7	40.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	82	100.0	13.9	20.3	58.2	7.6	65.8
	4	69	100.0	35.3	47.1	17.6	N/A	17.6
	5	65	100.0	20.6	58.7	20.6	N/A	20.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	77	100.0	12.0	24.0	60.0	4.0	64.0
	4	91	100.0	23.9	38.6	36.4	1.1	37.5
	5	67	100.0	27.3	50.0	21.2	1.5	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	82	100.0	8.9	35.4	32.9	22.8	55.7
	4	69	100.0	16.2	51.5	25.0	7.4	32.4
	5	65	100.0	17.5	57.1	15.9	9.5	25.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	77	100.0	9.3	48.0	26.7	16.0	42.7
	4	91	100.0	14.8	34.1	34.1	17.0	51.1
	5	67	100.0	19.7	53.0	19.7	7.6	27.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	77	100.0	41.3	48.0	10.7	0.0	10.7
	4	91	100.0	35.2	38.6	17.0	9.1	26.1
	5	67	100.0	47.0	25.8	19.7	7.6	27.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	77	100.0	9.3	49.3	32.0	9.3	41.3
	4	91	100.0	17.0	50.0	29.5	3.4	33.0
	5	67	100.0	37.9	39.4	16.7	6.1	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 343)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.9%	Up from 0.7%	2.5%	3.0%
Attendance rate	96.9%	Up from 96.6%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.0%	No change	3.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.6%	Down from 2.8%	2.8%	3.2%
Eligible for gifted and talented	13.8%	Up from 12.7%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	2.3%	Down from 3.9%	7.7%	8.2%
Older than usual for grade	0.0%	Down from 0.7%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	65.5%	Up from 64.3%	53.6%	52.6%
Continuing contract teachers	96.6%	Down from 100.0%	84.6%	83.3%
Highly qualified teachers	77.8%	Down from 94.7%	93.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	96.0%	Up from 94.0%	89.3%	87.0%
Teacher attendance rate	95.7%	Up from 93.9%	94.8%	95.0%
Average teacher salary	\$43,803	Up 1.9%	\$42,572	\$41,703
Prof. development days/teacher	7.8 days	Down from 8.8 days	12.3 days	12.8 days
School				
Principal's years at school	10.0	No change	5.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 20.6 to 1	19.7 to 1	18.8 to 1
Prime instructional time	91.1%	Up from 89.2%	90.0%	89.8%
Dollars spent per pupil*	\$5,517	Down 2.7%	\$5,922	\$6,242
Percent of expenditures for teacher salaries*	66.0%	Up from 65.4%	66.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	92.6%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	82.6%		89.4%	
Highly qualified teachers in high poverty schools	55.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

McDonald Green Elementary School is overflowing with enthusiastic students and teachers who take their responsibilities of learning very seriously. The involvement of parents and the support of district administration encourage the engagement of children in daily adventures in learning, preparing them to be independent and responsible citizens.

Numerous signs of students' hard work and dedication to learning can be seen throughout the school. The sculpture garden, museum displays, writing, artwork, original compositions, school pets, photographs and class projects are evidence of the pride students and teachers feel for their school. McDonald Green's focus on responsibility, creativity and achievement has made the school a place children love. Students, parents and staff recognize that they are part of an exemplary school environment and all make contributions of time, effort and resources to keep it that way.

Students have made continuous improvements by means of state and local test scores over the years. Math scores are higher, with more students scoring in the Proficient and Advanced categories. Gains have also been shown in grades 3 through 5 in the area of language arts, specifically reading. Students at all grade levels have used computer programs designed to improve reading performance. Reading levels, comprehension and fluency ability have improved through the use of individualized materials, small group instruction and individual tutoring. Afterschool math and reading labs, in which students were grouped according to ability, and weekly academic challenges for students in grades 3-5 have contributed to increases in student learning.

During the 2004-2005 school year, one class per grade level in grades kindergarten through five participated in the implementation of a year round calendar. Participants in this initiative were determined by parent and teacher choice. Students began school in mid-July and had two-week intersession classes in October, March and June. Instruction in the visual and performing arts, foreign language, karate, cooking, sewing, pet care, mathematics and literacy were highlights of the intersession periods.

Focus areas continue to be reading instruction, the arts and learning by doing. Hands-on science labs for all grades are of special interest to the children. A research class conducted in the laptop computer lab by the media specialist is the highlight of the fourth grade year, culminating with a living museum that is a favorite among parents and younger students. Visiting artists throughout the year and Arts Week in March greatly enhance the learning environment.

At McDonald Green, innovative instructional approaches and strategies are evident in all areas of the curriculum. The faculty's commitment to excellence and continuous growth help create an environment of excitement about learning. The school's motto, "A Great Place to Learn," is heartfelt among the children, parents, community and staff.

Alisa Goodman, Principal 2004 - 2005

Kim Linton, Principal 2005 - 2006

Gail Best, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	67	55
Percent satisfied with learning environment	100.0%	94.0%	96.4%
Percent satisfied with social and physical environment	96.2%	95.5%	94.4%
Percent satisfied with school-home relations	100.0%	97.0%	81.1%

*Only students at the highest elementary school grade level at this school and their parents were included.